



### **Week 3 Assignment 2 – Create a Learning Unit**

#### **Overview**

The purpose of the assignment this week is to investigate the planning process for developing student-centered learning activities with technology. Each of you will create a Universal Design for Learning (UDL) lesson using the CAST Lesson Builder and check your lesson for UDL principles.

You can use the CAST Lesson Builder at <http://lessonbuilder.cast.org/> . Then, you will write a blog entry about the experience.

**Directions**

When you go to the site, you will need to follow these steps:

1. Create an account with a login and password at the Lesson Builder Web site, located at <http://lessonbuilder.cast.org/>.
2. Click on Number 1 with the words “Learn About Universal Design for Learning (UDL).” Read about UDL, watch a video, and/or try a fun activity.
3. Click on “Home.” Then click on Number 2 with the words “Explore Model UDL Lesson Plans.” As you peruse the lesson plans, pay particular attention to the types of UDL connections identified. You will notice there are specific activities and instructional strategies embedded in the lesson to meet individual differences related to the three main networks: recognition, strategic, and affective. Take note of the various ways technology is used within the lessons and consider how you might be able to incorporate a variety of technology tools to meet student needs. Each of your learning team members will create a UDL lesson to meet the needs of the students in your scenario-based, group project. Some of the activities within the various UDL lessons housed at the lesson builder site might provide your team suggestions for ways to accommodate students within your group project. As you collaborate and create your group plan, share your ideas about what types of activities you think should be included in your solution.
4. Click on “Home.” Then click on Number 3 with the words “Create, Save, and Edit My Own UDL Lesson Plans.” At this location, you have an option to use the site to create your UDL Lesson Plan online. However, since you need the lesson as an example to add to your group Google site, you will need to use the lesson plan Word document located in the Resources folder entitled UDL Lesson Builder.
5. Create your UDL Lesson using the UDL Lesson Builder template housed in the Resources folder. The rubric for this portion of the assignment is listed below. Once you have completed your lesson, add the file to your group Google site. Next, write a reflection about the UDL lesson and its UDL principles to your Blog site. You can use the CAST UDL Curriculum Self-Check Web site to assist you: <http://udlselfcheck.cast.org/> Then send both the link to your blog and your Google site to your academic coach. Be sure to let your coach know the name of your lesson since the rest of your team members will also be housing lessons in the same Google site location.

**Rubric**

<b>Task(s)</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
Completed each portion on the UDL Lesson Template <ul style="list-style-type: none"> <li>• Lesson Overview</li> <li>• Goals</li> <li>• Methods</li> <li>• Assessment</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• UDL Lesson Template used.</li> <li>• All components and subcomponents are thoroughly described.</li> <li>• Appropriate use of grammar, spelling, etc., with no errors</li> </ul> <b>(maximum 10 pts)</b>	<ul style="list-style-type: none"> <li>• UDL Lesson Template used.</li> <li>• Components and subcomponents are described.</li> <li>• Appropriate use of grammar, spelling, etc., with minimal errors</li> </ul> <b>(maximum 8 pts)</b>	<ul style="list-style-type: none"> <li>• UDL Lesson Template not utilized or the content incomplete.</li> <li>• Components and subcomponents are missing.</li> <li>• Flagrant errors in grammar, spelling, etc.</li> <li>• Late assignment</li> </ul> <b>(maximum 6 pts)</b>	<ul style="list-style-type: none"> <li>• General failure to follow expectations outlined in the Accomplished column of this rubric.</li> </ul>
UDL networks are addressed within the lesson activities	<ul style="list-style-type: none"> <li>• Each of the 3 UDL networks are addressed through an activity, assessment, or some accommodation description within the lesson.</li> <li>• Each network activity is labeled to identify the type of activity/ accommodation (Recognition network, Strategic network, Affective network)</li> </ul> <b>(maximum 10 pts)</b>	<ul style="list-style-type: none"> <li>• A minimum of 2 networks are addressed through an activity, assessment, or some accommodation description within the lesson.</li> <li>• Each network activity is labeled to identify the type of activity/ accommodation (Recognition network, Strategic network, Affective network)</li> </ul> <b>(maximum 8 pts)</b>	<ul style="list-style-type: none"> <li>• Little evidence addressing the 3 UDL networks through an activity, assessment, or some accommodation description within the lesson. (Recognition network, Strategic network, Affective network).</li> <li>• Generally, little effort exhibited.</li> </ul> <b>(maximum 6 pts)</b>	<ul style="list-style-type: none"> <li>• Incomplete.</li> <li>• Late with completion.</li> <li>• General failure to follow expectations outlined in the Accomplished column of this rubric.</li> </ul>
Lesson checked for UDL principles and reflection included on personal blog site	<ul style="list-style-type: none"> <li>• Blog shares personal reflection about the UDL lesson and the principles it</li> </ul>			<ul style="list-style-type: none"> <li>• Incomplete.</li> <li>• Late with completion.</li> <li>• General failure to follow</li> </ul>

	includes. <ul style="list-style-type: none"> <li>• Blog link submitted in course.</li> </ul> <b>(maximum 5 pts.)</b>			expectations outlined in the "Accomplished" column of this rubric.
Lesson is loaded to the group Google site and the lesson title and Google link is sent to the academic coach	• Lesson is loaded to the group Google site. • Lesson title and link to Google site submitted in course. <b>(maximum 5 pts.)</b>			<ul style="list-style-type: none"> <li>• Incomplete.</li> <li>• Late with completion.</li> <li>• General failure to follow expectations outlined in the "Accomplished" column of this rubric.</li> </ul>

**Workspace**

In this space, you will provide the URLs for the following:

- The UDL Lesson you created in the CAST Lesson Builder, as uploaded to your team's Google docs site.
- The title of your UDL Lesson.
- Your blog entry about the experience.
- The time and date of completion.

This assignment is due no later than 11:59 p.m. on the seventh day of Week 3 of this course.

<b>UDL Lesson created in the CAST Lesson Builder (Google docs URL)</b>	<a href="http://docs.google.com/fileview?id=0B2KZ4Hgl0ijxOTlyMDQzMjYtZjY3MS00NjQxLTgyMDctN2FmYTg1Zjl4ZDFh&amp;hl=en">http://docs.google.com/fileview?id=0B2KZ4Hgl0ijxOTlyMDQzMjYtZjY3MS00NjQxLTgyMDctN2FmYTg1Zjl4ZDFh&amp;hl=en</a>
<b>The title of your UDL Lesson</b>	<b>Filename:</b> UDL Lesson Builder Allen Bordelon.pdf <b>Lesson Title:</b> I Am Where I'm From, Day 3: Exploring How Geography Influences the Social and Economic Characteristics of China
<b>Your blog entry URL</b>	<a href="http://educatingforourfuture.blogspot.com/">http://educatingforourfuture.blogspot.com/</a>
<b>Time and date of completion</b>	11:59pm 12/06/09